

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_

# ENGLISH I

## Item Sampler



**Tennessee End of Course Assessment**

**English I Form 3**

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

**PEARSON**

Developed and published under contract with State of Tennessee Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by State of Tennessee Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Tennessee Department of Education.

## Contents

Introduction to English I .....	4
Content of tests .....	4
Test development .....	4
Test administration .....	4
Tips for Taking the Test.....	5
Preparing for the test.....	5
Before the test .....	5
During the test.....	5
Directions for Using the Item Sampler .....	6
English I Item Sampler .....	7
Answer Key with Performance Indicator .....	42
Answer Key with Reporting Category and Performance Indicator.....	48

## **Introduction to English I**

### **Content of tests**

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

### **Test development**

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

### **Test administration**

*Tennessee End of Course Assessments* are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English I test has been designed to be administered in one session and is not timed.\* The first 15 minutes are set aside to complete identifying data on the answer sheet.

I\* The English I test formerly featured a 110-minute time limit.

## **Tips for Taking the Test**

### **Preparing for the test**

- Review this Tennessee End of Course Item Sampler for English I carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English I, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

### **Before the test**

- Get a good night's sleep. To do your best, you need to be rested.

### **During the test**

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

## **Directions for Using the Item Sampler**

This Item Sampler for English I provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English I should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 42. Use it to check your answers. Review items that you get wrong.

Read the rough draft of the following letter and answer questions 1 through 7. It may contain errors.

Dear Grandma,

- 1 I was at a farmer's market the other day downtown on Fifth Street and it made me think of you. It reminded me of you in your garden at the old house, with your big, floppy hat. I do not know if I ever told you how much I loved visiting you at that house in the country with your giant garden. I think I griped a lot when I visited because there were not many other kids around, but I really learned to love gardening, so I wanted to write and say thank you.
- 2 The market I found was not very big, but it was enticing. Despite its size, it still managed to have that tangy, fresh-grown aroma that clings to fresh produce, that combination of dirt and green leaves that soaks the air like a perfume. You would have liked it. Especially the free fruit samples!
- 3 There were about five different vendors and one of them really reminded me of you. She looked a little like you because she wore round, little glasses, too, but it was more that she loved her produce the same way you always loved your fruits and vegetables, tending to them like they were your own children. You could tell how much she loved gardening by the way she had carefully lined up the zucchini, the tomatoes, and the yellow squash in neat, little rows. They were so clean and unblemished that I asked her if she had used any pesticides and she said "Nope, I don't need 'em." I think she must personally grab every beetle that dares crawl into her garden! She did tell me, though, about how she composts and uses it as fertilizer, what I think you used to do, too. You guys would probably have had a lot to talk about. The watermelons at her stand were brilliantly red and ripe. I had to buy one and I ate some of it today: delicious! If I could, I would send you a slice in the mail.
- 4 Do you remember the summer I stayed with you and Grandpa and you helped me harvest my first watermelon from your garden? It was as big as a prize-winning hog at the county fair! Your honeydew melons were also giant-sized that year. And then Grandpa sliced that watermelon open on the back porch because he knew the juice would run all over the place and, sure enough, it did. We ate it all, all of we cousins, and spit the seeds at each other. I know it has been five years, but I remember it like it was yesterday.
- 5 I miss seeing you, Grandma, and I know we live too far away now to visit often, but I was thinking I could come visit you this summer. I could help out with your container gardens in your apartment and see how you do it. We live in an apartment, too, and Dad told me if I could learn how, he would let me set up a container garden like yours on our patio.
- 6 The other neat thing about the farmer's market was that I met a new friend there. Well, she might be a new friend; it is hard to tell yet. She works with her mom in their farmer's business, selling not just at this market but at several across the city. She likes the same kind of music as I do and knew tons more about gardening. Her name is Alexandra and I hope I get to talk to her the next time I go because I am definitely going again next weekend. It is just a short walk from Dad's office, so he took us. I think he misses that old house with the big garden, too.
- 7 Well, I hope everything is going well at your place and that you will send me a picture of your container garden if you get the chance. Dad says you are putting all of the neighbors to shame with your awesome green thumb. I am not surprised; you always were an amazing gardener. I just wanted to say thanks for being an amazing grandmother, too.

Love,

Kelly

## Reporting Category: Language Numbers 1 through 5

**Performance Indicator:** 3001.1.3 Use a variety of techniques to correct sentence fragments.

1. **Read this excerpt from the passage.**

You would have liked it. Especially the free fruit samples!

**What is the correct way to write the underlined words to eliminate the sentence fragment?**

- ☐ A liked it especially
- ☐ B liked it; especially
- ☐ C liked it, especially
- ☐ D liked it: especially

**Performance Indicator:** 3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).

2. **Read this sentence from the passage.**

We ate it all, all of we cousins, and spit the seeds at each other.

**Which pronoun, if any, best replaces the underlined word?**

- ☐ A us
- ☐ B your
- ☐ C them
- ☐ D no change

**Performance Indicator:** 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.

3. **Read this sentence from the letter.**

They were so clean and unblemished that I asked her if she had used any pesticides and she said "Nope, I don't need 'em."

**What is the correct way to punctuate this sentence?**

- ☐ A They were so clean and unblemished that I asked her if she had used any pesticides and she said, "Nope, I don't need 'em."
- ☐ B They were so clean and unblemished that I asked her if she had used any pesticides and she said, "Nope, I don't need 'em".
- ☐ C They were so clean and unblemished that I asked her if she had used any pesticides and she said "Nope, I don't need 'em".
- ☐ D They were so clean and unblemished that I asked her if she had used any pesticides and she said Nope, "I don't need 'em."

**Performance Indicator:** 3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).

4. **Read this sentence from the letter.**

She did tell me, though, about how she composts and uses it as fertilizer, what I think you used to do, too.

**Which word, if any, correctly replaces the underlined word in this sentence?**

- ☐ A that
- ☐ B whom
- ☐ C which
- ☐ D no change

**Performance Indicator:** 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

5. **Read this sentence from the letter.**

We live in an apartment, too, and Dad told me if I could learn how, he would let me set up a container garden like yours on our patio.

**Which revision, if any, best corrects this sentence?**

- ☐ A We live in an apartment too, and Dad told me if I could learn how, he would let me set up a container garden like yours on our patio.
- ☐ B We live in an apartment, too, and Dad told me if I could learn how he would let me set up a container garden like yours on our patio.
- ☐ C We live in an apartment, too and Dad told me if I could learn how; he would let me set up a container garden like yours on our patio.
- ☐ D no change

---

## Reporting Category: Writing and Research

---

**Performance Indicator:** 3001.3.6 Select the thesis statement in a writing sample or passage.

6. **Which sentence from the letter is the thesis statement?**

- ☐ A I think I griped a lot when I visited because there were not many other kids around, but I really learned to love gardening, so I wanted to write and say thank you.
- ☐ B There were about five different vendors and one of them really reminded me of you.
- ☐ C I miss seeing you, Grandma, and I know we live too far away now to visit often, but I was thinking I could come visit you this summer.
- ☐ D Dad says you are putting all of the neighbors to shame with your awesome green thumb.



**Performance Indicator:** 3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

7.

**Which sentence from Paragraph 4 is irrelevant and should be deleted?**

- ☐ **A** Do you remember the summer I stayed with you and Grandpa and you helped me harvest my first watermelon from your garden?
- ☐ **B** It was as big as a prize-winning hog at the county fair!
- ☐ **C** Your honeydew melons were also giant-sized that year.
- ☐ **D** And then Grandpa sliced that watermelon open on the back porch because he knew the juice would run all over the place and, sure enough, it did.

**Reporting Category: Literature**

Numbers 8 through 10

**Performance Indicator:** 3001.8.7 Differentiate between mood and tone in poetry or prose.

8.

**Read the stanza from a poem.**

I stare out the window waiting willfully for the dawn to appear.  
Will the sun bring the hope my heart hungered for?  
Or will my day dissolve into despair?  
Silent and still, I stare.

**Which word describes the mood of this poem?**

- ☐ A angry
- ☐ B ironic
- ☐ C informal
- ☐ D melancholy

**Performance Indicator:** 3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

9.

**Read this excerpt from a short story.**

Sam stared across the haze-filled valley. In the distance, he could vaguely make out the silhouette of the castle. Confidently, he started down the hill and in the direction of his destiny. He could not say how the confrontation would end, but he knew it began with this first step into the unknown.

**Which plot element is developed in the excerpt?**

- ☐ A climax
- ☐ B rising action
- ☐ C resolution
- ☐ D falling action

Performance Indicator: 3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.

10.

**Read the paragraph.**

(1) On Saturday morning, William and his father went to town. (2) Traveling along a dusty road, they shared stories from the week. (3) They walked past the hitching posts and up the wooden steps into the general store. (4) Smiling at the owner, William's father looked around to see what needed to be purchased. (5) William always enjoyed the time he spent with his father.

**Which sentence best indicates the paragraph is set in the past?**

- ☐ A sentence 1
- ☐ B sentence 3
- ☐ C sentence 4
- ☐ D sentence 5

---

## Reporting Category: Language

Numbers 11 through 14

---

Performance Indicator: 3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.

11.

**Read the note below.**

Don't forget to take out the trash. The garbage truck picks up first thing in the morning. The truck will not wait if you are late. We don't want a pile of trash lingering for a week. Thanks!

Love,  
Mom

**Which combination of sentences from the note creates a complex sentence?**

- ☐ A Don't forget to take out the trash in the morning because we don't want a pile of trash lingering for a week.
- ☐ B The truck will not wait if you are late and we don't want a pile of trash lingering for a week.
- ☐ C Don't forget to take out the trash and the garbage truck picks up first thing in the morning.
- ☐ D The garbage truck picks up first thing in the morning and will not wait if you are late.

**Performance Indicator:** 3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).

12.

**Which sentence has a subject—linking verb—subject complement pattern?**

- ☐ **A** The dog smelled the frying bacon.
- ☐ **B** The cheeseburger tasted flavorful.
- ☐ **C** The sun melted the crayon in the hot car.
- ☐ **D** The child stomped in the puddle after the rain.

**Performance Indicator:** 3001.1.7 Recognize correct subject-verb agreement with intervening elements.

13.

**Which sentence shows subject-verb agreement?**

- ☐ **A** Bananas, not oranges, is my favorite fruit.
- ☐ **B** The lion, besides appearing savage, are also majestic.
- ☐ **C** The queen, along with her many servants, is arriving shortly.
- ☐ **D** Determination, as well as dedication, are necessary for an athlete.

**Performance Indicator:** 3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).

14.

**Which sentence uses sight or site correctly?**

- ☐ A Selena was a regular sight at school track meets.
- ☐ B The site of fireworks left Megan breathless with excitement.
- ☐ C The model rocket remained in Jacob's site for a full ten seconds before disappearing.
- ☐ D Kevin felt the heavily wooded sight for the new city park was an excellent choice by the city council.

---

## Reporting Category: Writing and Research

Numbers 15 through 17

---

**Performance Indicator:** 3001.3.12 Identify sentences with nonparallel construction.

15.

**Read this sentence.**

The Oak Well Library is a wonderful place for children to listen to stories, meet other children, and learn to read.

**Which sentence shows nonparallel structure?**

- ☐ A The Riverside Museum is a wonderful place to discover art, touch sculpture, and explore gardens.
- ☐ B Eddie was praised by his English teacher for turning in a report that was detailed, thorough, and thoughtful.
- ☐ C Winning a chess tournament requires practice, patience, and it is important to predict an opponent's next move.
- ☐ D Karen enjoys volunteering at the animal shelter, participating in fund-raisers, and serving as student body president.

Read the draft and answer questions 16 through 21.

### Listening to Learn

Today, I would like to respectfully suggest that our school consider allowing our students to bring wireless music players to Conroe High School. I know that this is a controversial topic, but I am hopeful that, after hearing the information in this speech, you will agree with me that music players will be beneficial for students and their teachers.

Some scientific studies show that listening to certain music can lower blood pressure and improve task performance. If students were allowed to use music players, it is logical to assume that teachers could see an improvement in student work. Students will probably work harder for a longer period of time if allowed to listen to their preferred music.

Listening to music can also mute distractions in the classroom, making it easier for students to focus on their work. Pencil tapping, foot thumping, and humming are often sounds students make while working on assignments. Street noise, hallway chatting, and intercom announcements are all noises that can also be a distraction to the hardworking students of Conroe High School.

Teachers could also benefit from students using music players. When the grades of the students improve, it will reflect positively on the teachers. If you agree with me and encourage our principal to allow the use of music players in the classroom, our school would be the first in our area with the foresight to do so. Consequently, as class scores improve, our school will be the one other principals turn to when deciding how to implement such a unique concept within their own schools.

The simple solution to this valid concern would be to prohibit music players on test days. Some teachers are worried that students will load files with test answers onto their music player. I know that some teachers have concerns about allowing music players in the classroom, and I would like to address a few of these issues at this time. The volume at which the students listen to music is another concern. Some teachers worry that students who choose to work without music could become distracted by a classmates' music. I suggest implementing a rule that states music must be at a low level, so only the person who brought the music player can hear it.

I met with several members of the faculty and staff regarding this issue. The vast majority of this group agrees that allowing music players would be in the best interest of the students of Conroe High School.

In closing, I hope that you see this could be a beneficial situation for our school. If school leaders accept my proposal, allowing students to listen to music, and see an improvement in student grades and attitude, then everyone wins. On the other hand, if they allow students to listen to music and find that students do not benefit from this privilege, we simply return to our current policy. Either way, wouldn't the benefits far outweigh the concerns?

Thank you for your attention to my proposal. I am confident that our school leaders will make the choice that will be in the best interest of the students at Conroe High School.

**Performance Indicator:** 3001.3.2 Choose the most effective order of sentences in a paragraph.

16.

**Read these sentences from the speech.**

(1) The simple solution to this valid concern would be to prohibit music players on test days. (2) Some teachers are worried that students will load files with test answers onto their music player. (3) I know that some teachers have concerns about allowing music players in the classroom, and I would like to address a few of these issues at this time.

**Choose the correct order for these sentences.**

- ☐ A 3, 1, 2
- ☐ B 3, 2, 1
- ☐ C 2, 3, 1
- ☐ D 2, 1, 3

**Performance Indicator:** 3001.3.9 Identify a statement that reveals the writer's attitude.

17.

**Which sentence from the speech best shows the speaker's attitude about music in the classroom?**

- ☐ A Some scientific studies show that listening to certain music can lower blood pressure and improve task performance.
- ☐ B Pencil tapping, foot thumping, and humming are often sounds students make while working on assignments.
- ☐ C The vast majority of this group agrees that allowing music players would be in the best interest of the students of Conroe High School.
- ☐ D I am confident that our school leaders will make the choice that will be in the best interest of the students at Conroe High School.

**Reporting Category: Logic**

Numbers 18 through 19

**Performance Indicator:** 3001.5.7 Differentiate between the stated and implied evidence of a given argument.

18.

**Which sentence from the speech gives implied evidence that Conroe High School will improve if music players are allowed on campus?**

- ☐ A Teachers could also benefit from students using music players.
- ☐ B When the grades of the students improve, it will reflect positively on the teachers.
- ☐ C If you agree with me and encourage our principal to allow the use of music players in the classroom, our school would be the first in our area with the foresight to do so.
- ☐ D Consequently, as class scores improve, our school will be the one other principals turn to when deciding how to implement such a unique concept within their own schools.

**Performance Indicator:** 3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.

19.

**Which sentence from the speech employs deductive reasoning?**

- ☐ A When the grades of the students improve, it will reflect positively on the teachers.
- ☐ B I suggest implementing a rule that states music must be at a low level, so only the person who brought the music player can hear it.
- ☐ C The vast majority of this group agrees that allowing music players would be in the best interest of the students of Conroe High School.
- ☐ D I am confident that our school leaders will make the choice that will be in the best interest of the students at Conroe High School.

**Reporting Category: Communication and Media**

Numbers 20 through 22

**Performance Indicator:** 3001.2.2 Distinguish between a summary and a paraphrase.

20.

**Read this paragraph from the essay.**

Listening to music can also mute distractions in the classroom, making it easier for students to focus on their work. Pencil tapping, foot thumping, and humming are often sounds students make while working on assignments. Street noise, hallway chatting, and intercom announcements are all noises that can also be a distraction to the hardworking students of Conroe High School.

**Which option is a paraphrase, not a summary, of the paragraph?**

- ☐ A Noises outside the classroom, such as street noise and hallway chatting, or inside the classroom, such as pencil tapping or humming, can distract students. Distracting noises can be blocked out by listening to music. This allows students to pay closer attention to their work.
- ☐ B The hardworking students of Conroe High School should listen to music in the classroom to block out noisy distractions. Pencil tapping, humming, announcements, and street noise can all provide distractions for hardworking students.
- ☐ C There are many types of noise in and around Conroe High School that can be distracting to students. Listening to music can mute the noises and help students focus.
- ☐ D Playing music allows students to block out different noises from inside and outside the classroom so they can focus on their work.



**Performance Indicator:** 3001.2.3 Distinguish between a critique and a summary.

21.

**Read this paragraph from the speech.**

Some scientific studies show that listening to certain music can lower blood pressure and improve task performance. If students were allowed to use music players, it is logical to assume that teachers could see an improvement in student work. Students will probably work harder for a longer period of time if allowed to listen to their preferred music.

**The paragraph is a critique, not a summary, of scientific studies because the author**

- ☐ **A** presents information in a condensed format.
- ☐ **B** includes opinion as well as factual information.
- ☐ **C** refers to scientific studies in order to support a claim.
- ☐ **D** outlines the effect that music can have on student work.



**Performance Indicator:** 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

22.

**Read this excerpt from a political speech.**

We are here tonight because we share a common concern: the health of our nation's children. This is an issue that we can no longer afford to ignore. We must ask ourselves: "How can we help?" The answer, my fellow citizens, lies within ourselves and our communities. The answer lies in educating our children about exercise and nutrition. We must encourage parents, educators, community leaders, and government officials to give this issue the most serious consideration.

**What organizational structure does the excerpt use?**

- ☐ A chronology of events
- ☐ B order of importance
- ☐ C compare-contrast
- ☐ D problem-solution

## Reporting Category: Writing and Research

Numbers 23 through 24

**Performance Indicator:** 3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.

23.

**Read this information from a Web site.**

Adventure Tours—Excitement Found Underground!

Adventure Tours provides thrilling, guided exploration of Timber Valley Cavern. Grab a helmet and travel beneath the earth into the cave, which contains formations thousands of years old. Knowledgeable guides will lead guests through steep, narrow, shoulder-width passages. Touring Timber Valley Cavern provides guests the rare opportunity to explore one of the most delicate habitats on the planet. Visit Echo Lake, one of the largest underground lakes in the state and home to the endangered blind salamander. Take time to review this site for additional information about the tour, what to bring, and when to visit.



**Which statement is an opposing view of the Web site information?**

- ☐ A Timber Valley Cavern is a unique and fragile environment.
- ☐ B Timber Valley Cavern tour guides are familiar with the cavern.
- ☐ C The tour gives guests the opportunity to observe rare animals.
- ☐ D The environment within the cave is similar to those found on land.

**Performance Indicator:** 3001.4.6 Identify information that must be cited or attributed within a writing sample.

24.

**Read these sentences from a student report.**

In the fall of 2009, the rate of public high school graduates who planned to attend college was 56.2 percent. In my opinion, the number of high school graduates who go to college or university should be much higher. We know that college graduates have higher incomes than those who do not attend college. In addition to a greater income, college graduates have more job opportunities.

**Which sentence should cite a source?**

- ☐ **A** In the fall of 2009, the rate of public high school graduates who planned to attend college was 56.2 percent.
- ☐ **B** In my opinion, the number of high school graduates who go to college or university should be much higher.
- ☐ **C** We know that college graduates have higher incomes than those who do not attend college.
- ☐ **D** In addition to a greater income, college graduates have more job opportunities.

---

## Reporting Category: Communication and Media

Numbers 25 through 25

---

**Performance Indicator:** 3001.7.1 Draw an inference from a non-print medium.

25.

**Look at this photo.**



**What can be inferred from this photo?**

- ☐ **A** The girl is enthusiastic about a tournament.
- ☐ **B** The girl is alert following a lengthy practice.
- ☐ **C** The girl is focused on improving her skill.
- ☐ **D** The girl is participating in a competition.

**Go On ►**

Read the rough draft below and the short story “Perfectly Imperfect.” The rough draft may contain errors. Read the rough draft and the short story then answer questions 26 through 35.

### A Painting Lesson

- 1 I could not wait to hang out with my big sister while she taught me to paint like her. My brilliant scheme involved working on identical paintings like those guys who paint on TV and expect the audience to copy his or her paintings exactly the same.
- 2 "First thing," Linda said, "is to start with the sky using your biggest flat-edged brush and—"
- 3 I hated to interrupt already, but I saw four brushes and I did not know which was which, as they all looked flat and big to me. I might have imagined the sound of irritation in Linda's voice as she explained each brush.
- 4 "Okay," she continued, "now get lots of white paint on the bristles."
- 5 I actually raised my hand, wincing as Linda's eyes bulged, but asking anyway, "But won't the sky be blue?"
- 6 Her tone was definitely curt when she answered, "We'll start with white and add just a little blue at a time to make the sky look three dimensional, moving from nearly pure white at the horizon to dark blue at the top." She paused, glared slightly at me before controlling her expression, and asked, "Any other questions?"
- 7 My stomach felt as if I had been eating the paint instead of smearing it on my brush. I shook my head, and she was off and away, carefully explaining each step, though what looked so simple for her seemed impossible to duplicate. I regretted ever asking her, as Linda's voice zoomed faster and faster along with her brush, leaving me in the dust.
- 8 I realized she had fallen silent and I looked up. "I'm so sorry," Linda said, covering her face with her hands. "I'm a terrible teacher, but that's all I wanted to be: an art teacher!"
- 9 I could not move for an instant, realizing that this whole time, Linda's frantic determination to make me into a master painter had been more about her own dreams than about me.
- 10 "Well," I offered, "if you wanted to teach speed painting classes, I think you'd be great!" Linda snorted and flicked her paintbrush at me, spattering me with paint. I roared with laughter and flung paint back.
- 11 The resulting paint war, with both of us in hysterics, required a massive clean-up, but it was worth every second of scrubbing to finally laugh and enjoy time with my amazing big sister.

### Perfectly Imperfect

Tamara flinched at the machines clattering behind her. Jeff, her supervisor, was showing her the ropes at her new summer intern job as a frame-spinner operator, running one of the machines that spun yarn.

"Now, you'll need to watch for any loose fibers and immediately stop the machine with the on/off switch before the yarn is ruined," Jeff said as he waved a hand toward a section of the control panel with seven different buttons. Which one was the on/off switch? Sam would have remembered. She tried to relax, but it felt like an iron bar was wedged between her shoulder blades.

"You get two breaks," Jeff continued, "but you probably already know all this from Sam. He was the best floor employee we've ever had!"

"No pressure," Tamara thought, grimacing. It was *déjà vu*, because her straight-A, athletic big brother always seemed to leave a mark wherever he went, she heard this all the time. She loved him, but sometimes wished he was a little less than perfect.

Soon Jeff left Tamara alone with the machine that spun cotton fibers into yarn faster than Rumpelstiltskin turned straw into gold. She saw something flicker on the yarn spool, and panic spurted through her. Her hand slammed down on the nearest button in alarm. The machine sped up, and Tamara burst into sweat. She hit another button, crossing her fingers, and a red light began flashing over her station. Tamara squeaked a small undignified sound as Jeff pounded up beside her and slapped the center button, stopping the machine.

"I thought I saw a loose thread!" she replied, flushing as red as the light above her.

Jeff examined the spools, but after finding no problem, asked, "Do you need to go over the steps again?" Wishing she were as good at this as her brother had been, Tamara nodded, accepting it was going to be a long day.

At dinner that night, her brother Sam asked, "So, kiddo, how'd it go today?" Mashed potatoes stuck in her mouth like glue.

Sam continued, "On my first day, I forgot everything and the red light came on at my station four times!"

Tamara nearly dropped her spoon.

Sam chuckled, adding, "Actually, at least five times, but by the next summer, I got promoted."

Tamara smiled shyly at her big brother, who did not sound so perfect after all. "I made the light come on once too," she confessed.

"Only once?" He laughed, gave her a high five, and added, "You're going to do great, 'sis!"

Tamara felt the tightness between her shoulders relax for the first time all day. So, Sam was actually a little less than perfect—and he was comfortable with that. Nothing else could have made her big brother more perfect to Tamara.

**Reporting Category: Language**

Numbers 26 through 26

**Performance Indicator:** 3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

26.

**Read this sentence from Paragraph 1 of "A Painting Lesson."**

My brilliant scheme involved working on identical paintings like those guys who paint on TV and expect the audience to copy his or her paintings exactly the same.

**Which word correctly replaces the underlined words in the sentence?**

- ☐ A its
- ☐ B we
- ☐ C our
- ☐ D their

**Reporting Category: Literature**

Numbers 27 through 29

**Performance Indicator:** 3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

27.

**Which sentence from "A Painting Lesson" uses a metaphor to show how the narrator feels?**

- ☐ A I might have imagined the sound of irritation in Linda's voice as she explained each brush.
- ☐ B My stomach felt as if I had been eating the paint instead of smearing it on my brush.
- ☐ C I shook my head, and she was off and away, carefully explaining each step, though what looked so simple for her seemed impossible to duplicate.
- ☐ D Linda snorted and flicked her paintbrush at me, spattering me with paint.

**Performance Indicator:** 3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

28.

**What is a paradox in "A Painting Lesson"?**

- ☐ A The big sister's plan to teach painting is ineffective in teaching her younger sister how to paint.
- ☐ B The younger sister is expecting to learn how to paint, but she does not learn any art skills.
- ☐ C The younger sister looks forward to her time with her big sister, but ends up not having fun at all.
- ☐ D The big sister's failure as an art teacher to her younger sister makes her more successful as a big sister.

29.

**How would "A Painting Lesson" be different as an informational article on how to paint?**

- ☐ A The description of the paint would not be relevant.
- ☐ B The changes in the character would not be important.
- ☐ C The explanation of how to paint a sky would not be included.
- ☐ D The challenge of painting a scene would not be communicated.



**Reporting Category: Language**

Numbers 30 through 30

**Performance Indicator:** 3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).

30. **Read this sentence from "Perfectly Imperfect."**

It was *déjà vu*, because her straight-A, athletic big brother always seemed to leave a mark wherever he went, she heard this all the time.

**What does *déjà vu* mean?**

- ☐ A feeling that an experience has happened before
- ☐ B feeling pleased about something that has happened
- ☐ C a new experience that was caused by a past experience
- ☐ D a moment of uncertainty about something about to happen

**Reporting Category: Literature**

Numbers 31 through 32

**Performance Indicator:** 3001.8.2 Differentiate among verbal, situational, and dramatic irony.

31. **Read this sentence from "Perfectly Imperfect."**

"No pressure," Tamara thought, grimacing.

**Which kind of irony, if any, does this sentence demonstrate?**

- ☐ A verbal irony
- ☐ B dramatic irony
- ☐ C situational irony
- ☐ D no irony

**Performance Indicator:** 3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

32. **How does the setting impact "Perfectly Imperfect"?**

- ☐ A It helps the reader understand why Tamara feels tense.
- ☐ B It helps the reader understand why Tamara wants the job.
- ☐ C It shows how smart Tamara's brother must be to succeed.
- ☐ D It shows why Tamara's brother is thought of highly at the factory.

**Reporting Category: Writing and Research**

Numbers 33 through 33

**Performance Indicator:** 3001.3.12 Identify sentences with nonparallel construction.

33. **Read this sentence from "Perfectly Imperfect."**

She hit another button, crossing her fingers, and a red light began flashing over her station.

**Which revision uses parallelism correctly?**

- ☐ A She hit another button, crossing her fingers, and wincing as a red light began flashing over her station.
- ☐ B She hit another button, crossed her fingers and winced as a red light began flashing over her station.
- ☐ C She hit another button, crossed her fingers, and flashed a red light over her station.
- ☐ D She hit another button, crossing her fingers, and flashing a red light over her station.

**Reporting Category: Literature**

Numbers 34 through 35

**Performance Indicator:** 3001.8.14 Identify classical, historical, and literary allusions in context.

34.

**Which sentence from "Perfectly Imperfect" contains an allusion?**

- ☐ **A** Soon Jeff left Tamara alone with the machine that spun cotton fibers into yarn faster than Rumpelstiltskin turned straw into gold.
- ☐ **B** She saw something flicker on the yarn spool, and panic spurted through her.
- ☐ **C** The machine sped up, and Tamara burst into sweat.
- ☐ **D** Tamara squeaked a small undignified sound as Jeff pounded up beside her and slapped the center button, stopping the machine.

**Performance Indicator:** 3001.8.9 Identify the common stated or implied theme in a series of passages.

35.

**Which theme do "A Painting Lesson" and "Perfectly Imperfect" share?**

- ☐ **A** Older siblings make more mistakes than younger siblings realize.
- ☐ **B** Family relationships are challenged by the difficulties of daily life.
- ☐ **C** Family relationships are more important than anything else.
- ☐ **D** Older siblings have a great deal to teach younger siblings.

Read the short story and answer questions 36 through 42.

### Tennessee Tunes

Tom left the run-down concert hall, wincing as the door slammed shut behind him. He shouldered his guitar case with a sigh and began the trek home. Nestled inside the case was Old Sal, his guitar. Old Sal was the reason he came to Nashville. Together they were going to make music, but not the type the old folks like. No, Tom and Sal would play new country music, and they would play it well. The Nashville music scene had experienced some big changes during the 1940s. Now, in 1948, Tom hoped to become part of the country music movement.

He came to the city from Dickson, a county about forty miles from Nashville. For two months, he sought auditions at every venue he could find. Ma and Pop were sad to see him leave the farm, but they knew their son had music in his blood and he would not be happy unless he took this chance. Luckily, Pop's sister, Louise, lived in Nashville, and she was glad to offer Tom room and board in exchange for help around the house.

Unfortunately, stardom was harder to achieve than Tom imagined. He scheduled auditions at a few places around town. Today was the last one. Though Tom had played well, the concert hall owner said there simply was no room for new talent right now. Tom knew this was not the whole truth. In the last few weeks, he had come to realize that success was as much about knowing the right people as it was about talent in this business. The city was full of opportunity for a musician. The Grand Ole Opry was famous and the new Acuff-Rose Publishing Company was finally drawing the interest of major record producers to Nashville. The problem, Tom had found, was getting the big names in the music business to notice a small name like Tom Chester.

The rumbling roar of an approaching automobile roused Tom from his thoughts. He looked up and noticed a man in the road standing directly in the vehicle's path. Without thinking, Tom lunged at the stranger, catapulting him out of harm's way. The tackle was not graceful. The two men landed in a tangle of arms and legs, and Old Sal was thrown from Tom's grasp.

Recovering from his initial shock, the stranger stood and dusted the dirt from his clothes. "I suppose I owe you a heap of thanks, young man," he said to Tom.

Tom offered a weak smile before he realized Sal was missing. "My guitar!" he cried, and ran toward the spot where the case landed. Seeing that his instrument was undamaged, he breathed a sigh of relief and returned to the man.

"Ah, a fellow strummer?" the man asked. "Well, I'm always happy to meet someone who knows his music. Tell you what, why don't you stop by the Rusty Spur tonight around nine," he instructed as he wrote down an address on a scrap of paper. "Some friends and I are playing an informal gig."

"Well, I . . ." Tom murmured. He knew the place the man had mentioned, but he did not feel like socializing tonight.

"Just tell the boy at the door I sent you, and he'll show you right in." With that, the man handed Tom the paper, tipped his cowboy hat, and walked down the road.

Tom looked down at the piece of paper and read the name the stranger had signed. Suddenly, his hand began to shake and the breath whooshed from his lungs. Eddy Arnold. *The Eddy Arnold!* Eddy had grown famous in recent years as a radio host for the Opry, and he now had six songs in the top ten on the country music charts. This was the chance of a lifetime.

That night, Tom sat with his guitar in the crowded music hall listening to Eddy and his friends play the most amazing music he had ever heard. Toward the end of their set, Eddy looked up and caught Tom's eye.

"Hey, folks," Eddy called to the crowd as he gestured for Tom and Old Sal to come onstage. "I'd like you to meet a friend of mine. This young man here saved my life today. The best part is, he's a musician too! What do you say we hear a tune from him?"

Tom gulped, terrified that his nerves would overtake him. However, as he began to play, all anxiety faded. He lost himself in the music, the lights, and the crowd. He knew that tomorrow might still be uncertain, but tonight would be nothing short of perfect.

## Reporting Category: Writing and Research

**Performance Indicator:** 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

**36. Read this sentence from the short story.**

The Nashville music scene had experienced some big changes during the 1940s.

**What is the most vivid replacement for the underlined word?**

- ☐ A significant
- ☐ B gigantic
- ☐ C sizable
- ☐ D large

## Reporting Category: Literature

Numbers 37 through 41

**Performance Indicator:** 3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

**37. From which point of view is the short story written?**

- ☐ A first person
- ☐ B second person
- ☐ C third-person limited
- ☐ D third-person omniscient

**Performance Indicator:** 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

38. **Read this sentence from the short story.**

For two months, he sought auditions at every venue he could find.

**Which quality does the author reveal about Tom's character in the sentence?**

- ☐ A fickleness
- ☐ B compassion
- ☐ C recklessness
- ☐ D determination

**Performance Indicator:** 3001.8.14 Identify classical, historical, and literary allusions in context.

39. **Read this paragraph from the short story.**

Tom looked down at the piece of paper and read the name the stranger had signed. Suddenly, his hand began to shake and the breath whooshed from his lungs. Eddy Arnold. *The Eddy Arnold!* Eddy had grown famous in recent years as a radio host for the Opry, and he now had six songs in the top ten on the country music charts. This was the chance of a lifetime.

**Which sentence could the author add to end the paragraph with an allusion appropriate to the story?**

- ☐ A His recent brush with fame left Tom's knees as wobbly as rubber.
- ☐ B Butterflies danced in Tom's stomach and he nearly fainted from excitement.
- ☐ C Tom felt as if a genie had just emerged from a magic lamp to grant his wish.
- ☐ D Tom was so surprised that the breath rushed from his lungs like a hurricane.

**Performance Indicator:** 3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

40. **Which sentence is part of the exposition of the short story?**

- ☐ A Tom left the run-down concert hall, wincing as the door slammed shut behind him.
- ☐ B Ma and Pop were sad to see him leave the farm, but they knew their son had music in his blood and he would not be happy unless he took this chance.
- ☐ C The rumbling roar of an approaching automobile roused Tom from his thoughts.
- ☐ D That night, Tom sat with his guitar in the crowded music hall listening to Eddy and his friends play the most amazing music he had ever heard.

**Performance Indicator:** 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.

41. **What does Old Sal symbolize?**

- ☐ A disappointment
- ☐ B companionship
- ☐ C nervousness
- ☐ D opportunity



**Reporting Category: Writing and  
Numbers 42 through 42 Research**

**Performance Indicator:** 3001.4.2 Differentiate between primary and secondary sources.

**42.**

**Which reference is a primary source that the author may have used when writing the story?**

- ☐ **A** an encyclopedia entry about country music
- ☐ **B** an entry from the journal of a Nashville musician
- ☐ **C** a magazine article about the Nashville music scene
- ☐ **D** a textbook chapter about the history of country music

## Reporting Category: Language

Numbers 43 through 45

Performance Indicator: 3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

43.

Which sentence shows correct comma usage?

- ☐ A The new math teacher, loves to sing along, with our school choir.
- ☐ B The skyscraper with mirrored windows, reflects the sun in my eyes.
- ☐ C A bicycle, shiny and red, is the envy of the kids in the neighborhood.
- ☐ D A star hitter voted most valuable player, hit several homeruns this year.

Performance Indicator: 3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

44.

Read the definition.

**abyss** (noun) An immeasurably deep gulf or great space [**G abyssos**, adj., bottomless, perhaps akin to **G bathys** deep]

According to this definition, from which language does **abyss** originate?

- ☐ A Latin
- ☐ B French
- ☐ C Greek
- ☐ D English

Performance Indicator: 3001.1.10 Recognize the correct placement of end marks with quotation marks.

45.

Which sentence is punctuated correctly?

- ☐ A "When will we receive our test results," Derek asked.
- ☐ B "Unless we hurry, we are going to be late." Ari stated.
- ☐ C "We are going to have such a great summer vacation" Julie exclaimed!
- ☐ D "With the room this crowded, how will we find a place to sit?" Josh wondered.

---

## Reporting Category: Writing and Research

Numbers 46 through 46

---

Performance Indicator: 3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

46.

Read this paragraph.

(1) Gardening is a soothing hobby that many people enjoy. (2) Growing and nurturing plants can be a rewarding activity. (3) Tomatoes and herbs are among the most popular plants to grow. (4) Indeed, studies have shown that gardening can improve a person's health.

Which sentence is irrelevant and should be deleted?

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 3
- ☐ D sentence 4

**Reporting Category: Communication and Media**

Numbers 47 through 47

Performance Indicator: 3001.2.2 Distinguish between a summary and a paraphrase.

47.

**Read this excerpt from a short story.**

Sam stood, solidly planted on the rock at the water's edge. The wind whistled around him, yet Sam remained focused on the constant tugging at the end of the fishing pole in his hand. His arms moved in a steady rhythm, reeling and pulling, as he brought in his prize catch inch by inch.

**Which option is a paraphrase, not a summary, of the excerpt?**

- ☐ A Sam used concentration and rhythmic reeling and pulling to bring in his prize fish.
- ☐ B The wind was whistling as Sam stood by the river. He focused on bringing in the fish by reeling and pulling steadily.
- ☐ C Standing by the water, Sam ignored the whistling wind. He watched his pole as it was pulled by the fish. He reeled in the fish using a steady and rhythmic technique.
- ☐ D Sam stood firmly on a rock by the river. He ignored the wind around him and focused on the movement of his fishing pole. Steadily, he reeled in the fish with a rhythmic motion.

**Reporting Category: Logic**

Numbers 48 through 48

Performance Indicator: 3001.5.1 Make inferences and draw conclusions based on evidence in text.

48.

**Read the paragraph.**

Sarah and her family ate at a restaurant downtown. She noticed that paintings by local artists decorated the walls of the restaurant. Each painting was labeled with a title, the artist's name, and a price.

**What can be inferred about the art hanging in the restaurant?**

- ☐ A The paintings depict different restaurants in the area.
- ☐ B Artists are paid to paint advertisements for local businesses.
- ☐ C Restaurant patrons may purchase the paintings if they want.
- ☐ D The restaurant owner has purchased the paintings from the artists.

**Reporting Category: Writing and Research**

Numbers 49 through 49

**Performance Indicator:** 3001.4.1 Select the research topic with the highest degree of focus.

49.

**Which option is a highly focused research topic?**

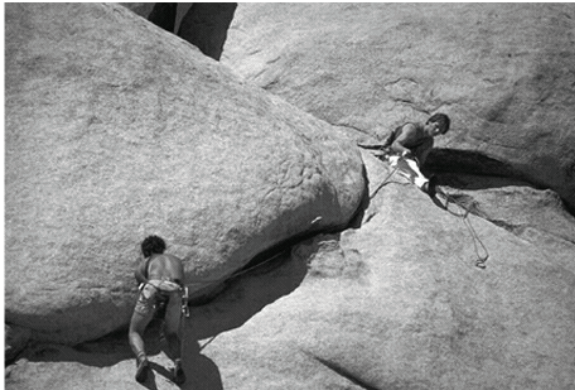
- ☐ A harvesting trees negatively affects local black bear populations
- ☐ B collecting data on various wildlife using radio collars
- ☐ C studying migration patterns of North American birds
- ☐ D changing temperatures affect ocean levels

**Reporting Category: Communication and Media**

Numbers 50 through 50

**Performance Indicator:** 3001.7.2 Select the type of conflict represented in a non-print medium.

50.

**Look at this photo.****Which type of conflict is represented in this photo?**

- ☐ A person vs. technology
- ☐ B person vs. society
- ☐ C person vs. person
- ☐ D person vs. nature

Read the speech below and answer questions 51 through 57.

### Leave No Trace

Since my first visit to a national park when I was still in high school, I have loved parks. I know that each of you in attendance today feels similarly about our national treasures. However, I want to make the distinction between abstractly loving our national parks and actively caring for them. Today, I intend to convince each of you to become more involved in park preservation.

I see a familiar expression cross many of your faces. I see the expression of someone who is asking, "Why do I need to help preserve our national parks? Isn't that what our park service is doing?" Certainly, rangers and park staff maintain and operate hundreds of parks nationwide. However, the American public also needs to protect and preserve the beauty of America that our parks encompass.

The desire to protect the natural assets of America is not a new sentiment. Long before I entered college, influential people and organizations promoted the idea of preservation. Presidents Wilson, Grant, and Theodore Roosevelt, conservationist Gifford Pinchot, and preservationist John Muir championed the protection and appropriate use of nature. Organizations like the General Federation of Women's Clubs and the Sierra Club lobbied Congress for the preservation of national land.

Indeed, these people and organizations belonged to an environmentally-minded movement, which included efforts from grassroots campaigns and Congress. Their work resulted in the preservation of natural marvels such as Yosemite National Park, Redwood National Park, and Grand Canyon National Park. These pioneers in preservation responded in part to the industrial revolution, a period in the mid-1800s when the number of factories rose dramatically. Pinchot, Muir, and others looked to nature as a retreat from modern life.

In 1916, the U.S. Congress passed the National Park Service Organic Act, which established the agency responsible for the day-to-day operations of all national parks. Today, there are nearly 400 parks in the National Park Service spanning over 80 million acres. According to the National Park Service, more than 274 million people visit the parks annually.

While the number of visitors speaks to the enthusiasm that the American public has for visiting national parks, it also provides a reminder that more people visiting the parks causes damage to the environment. In spite of the 'leave only footprints' mantra, park visitors leave behind smog and trampled vegetation as they walk, hike, drive, and snowmobile through these natural areas.

In fact, research conducted in the Redwood National Park in 2007 indicated that automobile emission in the park is equivalent to emissions generated from electricity usage in 500 homes. In Yosemite National Park, where the first vehicles were allowed to enter in 1913, studies have shown a thirty percent increase in automobile traffic in recent years.

The National Park Service is not ignoring the impact of tourism on parks. Using the public's love for these wilderness preserves, the National Park Service is making a concerted effort to educate the public about how visitors can harm and help. Cutting back on traffic can reduce the negative impact of tourism. Offsite parking lots, shuttle buses, and car-free zones are practices used at tourist attractions around the globe. Additionally, designated platforms and walkways can replace paved pathways and picnic areas. This action would minimize the impact both the structures and the people have on the surrounding nature.

However, the responsibility for protecting our parks cannot and must not fall solely on the shoulders of the National Park Service. Given the studies demonstrating how park visitors are contributing to the damages to the parks, it only makes sense that we contribute our time, our money, or both, to repairing the damage. For those of us who lead hectic lives, sending a check to our favorite park can help cover the cost of replanting grass or protecting fragile saplings. Some of us may volunteer to sow the grass seed or cover the tree seedlings with protective tubing.

It is common knowledge that people who give, receive so much in return. For those of us who donate our time or money to protect and preserve our national parks, the rewards are priceless. We gain a sense of pride that comes from doing something worthwhile. We ensure ongoing access to some of America's most beautiful landscapes. Most importantly, we increase the chances that future generations have the opportunity to enjoy some of our most treasured assets.

## Reporting Category: Writing and Research

**Performance Indicator:** 3001.3.15 Identify the mode in which a writing sample is written.

51. Which mode is used in the speech?

- ☐ A classification
- ☐ B creative expression
- ☐ C persuasion
- ☐ D process analysis

## Reporting Category: Communication and Media

**Performance Indicator:** 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

52. Which term best describes the structure of this speech?

- ☐ A categorization
- ☐ B comparison-contrast
- ☐ C chronological
- ☐ D proposition-support



**Reporting Category: Logic**

Numbers 53 through 53

**Performance Indicator:** 3001.5.4 Analyze cause-effect relationships in text.

53. According to research cited in the speech, what has increased air pollution in parks?

- ☐ A factories
- ☐ B hiking trails
- ☐ C automobiles
- ☐ D snowmobiles

**Reporting Category: Communication and**Numbers 54 through 54 **Media**

**Performance Indicator:** 3001.2.1 Identify the thesis and main points of a challenging speech.

54. What is the thesis statement of the speech?

- ☐ A Everyone needs to pitch in and help to preserve our parks.
- ☐ B Most parks are preserved through the efforts of park rangers.
- ☐ C We cannot simultaneously preserve our parks and allow visitors.
- ☐ D Pioneers were the first to be interested in preserving land in parks.

**Reporting Category: Logic**

Numbers 55 through 55

**Performance Indicator:** 3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.

55. Read this excerpt from the speech.

(1) It is common knowledge that people who give, receive so much in return. (2) For those of us who donate our time or money to protect and preserve our national parks, the rewards are priceless. (3) People who do not give time or money will not receive anything in return.

**Sentence 3 was removed from the paragraph because it represented the logical fallacy of**

- ☐ A slippery slope.
- ☐ B false analogy.
- ☐ C false dilemma.
- ☐ D appeal to fear.

**Reporting Category: Communication and**Numbers 56 through 56 **Media**

**Performance Indicator:** 3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

56. Which strategy would best help the speaker involve the audience in park preservation?

- ☐ A taking questions at the end of the speech
- ☐ B leaving the speech on a bike instead of by car
- ☐ C asking audience members to volunteer to plant trees
- ☐ D asking audience members to donate money to the park

**Reporting Category: Writing and  
Numbers 57 through 57      Research**

**Performance Indicator:** 3001.4.2 Differentiate between primary and secondary sources.

**57.**

**Which material was a primary source for this speech?**

- ☐ **A** an online tour of Yellowstone National Park
- ☐ **B** a park map indicating areas off limits to visitors
- ☐ **C** an essay comparing Pinochet's and Muir's viewpoints on nature
- ☐ **D** the Congressional Record listing legislation passed in the last hundred years



Read the rough draft below and the rough draft for “Original Olympics.” The rough drafts may contain errors. Then answer questions 58 through 67.

### Reviving the Races

- 1 Although the first recorded Olympic Games occurred over two thousand years ago, the modern-day Olympics were not established until the late nineteenth century. In 1894, Frenchman Pierre de Coubertin established the International Olympic Committee (IOC) with the goal of reviving the spirit and splendor of the ancient games. The original committee contained only fourteen members; now it includes approximately seventy members. A president who holds his or her position for eight years and is afterward eligible for reelection for an additional four-year term leads the IOC.
- 2 In 1896, thanks largely to the dedication of de Coubertin, the first modern Olympic Games took place. In honor of the games’ ancient predecessor, the chosen site was Athens, the Greek capital. The games did not initially have much popular support, but participation grew over the years, increasing from 280 participants in 1896 to more than three thousand in 1924.
- 3 The modern Olympics differ from the original games in several ways. One major difference is location. Today’s Olympics occur in a different country in two- to four-year cycles. By rotating the games’ location in such a way, the IOC reinforces their message of international cooperation and sportsmanship. The Latin phrase, *E pluribus unum*, which means “out of many, one” symbolizes the spirit of the games. This message is further illustrated by the fact that male and female athletes from any country may compete, whereas the original games only allowed male Greek citizens to participate. The inclusion of more athletes, as well as a greater number of events, requires that the games last longer than they previously did. Today’s games last up to sixteen days, while the games in ancient Greece had one- to five-day durations.
- 4 Another development in the history of the games includes a change in the Olympic timeline. The revival of the games in 1896 called for a span of four years between the Olympics, following the same model used in ancient Greece. Over the years, however, in addition to the regular summer events, the IOC included winter games. Both games were originally held in the same year; however, beginning in 1994, the two categories were divided. Winter and summer games are now held in alternating two-year cycles.
- 5 The modern-day Olympic Games have undergone many changes in the decades since they were established. In many aspects, they now bear little similarity to the original Olympics of ancient Greece. However, the Olympic Games continue to stand as a symbol representing international cooperation and respect.

### Original Olympics

- 1 The first recorded Olympic competition occurred in Greece in 776 BCE, though scholars suggest that the games have a longer undocumented history. The games are named for the site at which they were first held, Olympia. Greek society highly prized athleticism and discipline, and Olympic competition was designed to celebrate these values. As with modern games, the ancient competitions encouraged peace and cooperation. In accordance with the “sacred truce” that surrounded the games, rival city-states would postpone war and invasion in order to participate in the competitions.
- 2 Today’s Olympics consist of many events, both winter and summer; however, the first competition, and the twelve immediately following it, included only a single event. The event was the one-stade race, a footrace of approximately 192 meters long, or one length of the Olympic stadium. Over time, additional events were added, including wrestling, chariot racing, javelin and discus throwing, and long jumping. Rather than the bronze, silver, and gold medals of today, event winners won a crown made of olive leaves and a red woolen ribbon.
- 3 The games initially only allowed free males of Greek origin to participate, but they later included participants from throughout the Roman Empire. Women could not compete; indeed, they could not even attend the games. A woman caught defying this decree could receive the death penalty.
- 4 Olympic competitions continued on a four-year schedule for more than a thousand years until 393 AD. At that time, the Christian emperor Theodosius I ruled the Roman Empire. Because the Olympic Games were heavily rooted in Greek mythology, Theodosius saw them as heretical and forbid them. Though athletic competition continued in Greece and throughout the world, the Olympics would not be revived until the nineteenth century.

## Reporting Category: Language

Numbers 58 through 58

**Performance Indicator:** 3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).

58. Read this sentence from "Reviving the Races."

The Latin phrase, *E pluribus unum*, which means "out of many, one," symbolizes the spirit of the games.

**What do the underlined words symbolize?**

- ☐ A peace
- ☐ B discipline
- ☐ C cooperation
- ☐ D determination

## Reporting Category: Writing and Research

Numbers 59 through 60

**Performance Indicator:** 3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

59. The author may add these sentences to Paragraph 2 of "Reviving the Races."

(1) In 2008, the Olympic games had approximately 10,500 participants.

(2) The highlight of the first modern games was the marathon race, which was won by a Greek athlete. (3) The games were held in the Panathinaiko Stadium from April 6 to April 15.

(4) Athens was a popular choice, and many athletes argued that it should be the permanent host city for the Olympics.

**Which sentence is irrelevant and should be left out of the revised paragraph?**

- ☐ A Sentence 1
- ☐ B Sentence 2
- ☐ C Sentence 3
- ☐ D Sentence 4

**Performance Indicator:** 3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

60. Read Paragraph 1 from "Reviving the Races."

(1) Although the first recorded Olympic Games occurred over two thousand years ago, the modern-day Olympics were not established until the late nineteenth century.

(2) In 1894, Frenchman Pierre de Coubertin established the International Olympic Committee (IOC) with the goal of reviving the spirit and splendor of the ancient games. (3) The original committee contained only fourteen members; now it includes approximately seventy members.

(4) A president who holds his or her position for eight years and is afterward eligible for reelection for an additional four-year term leads the IOC.

**Which change, if any, should the author make in the sentence order to maintain a descriptive organizational structure?**

- ☐ A move Sentence 2 before Sentence 1
- ☐ B move Sentence 3 before Sentence 2
- ☐ C move Sentence 1 before Sentence 4
- ☐ D no change

## Reporting Category: Logic

Numbers 61 through 61

**Performance Indicator:** 3001.5.3 Evaluate text for fact and opinion.

61. Which sentence from "Reviving the Races" contains an opinion?

- ☐ A In 1894, Frenchman Pierre de Coubertin established the International Olympic Committee (IOC) with the goal of reviving the spirit and splendor of the ancient games.
- ☐ B The games did not initially have much popular support, but participation grew over the years, increasing from 280 participants in 1896 to more than three thousand in 1924.
- ☐ C The inclusion of more athletes, as well as a greater number of events, requires that the games last longer than they previously did.
- ☐ D However, the Olympic Games continue to stand as a symbol representing international cooperation and respect.

## Reporting Category: Informational Text

Numbers 62 through 62

**Performance Indicator:** 3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

62. Read Paragraph 3 from "Reviving the Races."

The modern Olympics differ from the original games in several ways. One major difference is location. Today's Olympics occur in a different country in two- to four-year cycles. By rotating the games' location in such a way, the IOC reinforces their message of international cooperation and sportsmanship. The Latin phrase *E pluribus unum*, which means "out of many, one," symbolizes the spirit of the games. This message is further illustrated by the fact that male and female athletes from any country may compete, whereas the original games only allowed male Greek citizens to participate. The inclusion of more athletes, as well as a greater number of events, requires that the games last longer than they previously did. Today's games last up to sixteen days, while the games in ancient Greece had one- to five-day durations.

**What is the organizational structure of the paragraph?**

- ☐ A chronology of events
- ☐ B order of importance
- ☐ C compare-contrast
- ☐ D problem-solution

## Reporting Category: Writing and Research

Numbers 63 through 63

**Performance Indicator:** 3001.4.6 Identify information that must be cited or attributed within a writing sample.

63. Which sentence from "Original Olympics" should have a cited source?

- ☐ A Greek society highly prized athleticism and discipline, and Olympic competition was designed to celebrate these values.
- ☐ B As with modern games, the ancient competitions encouraged peace and cooperation.
- ☐ C The event was the one-stade race, a footrace of approximately 192 meters long, or one length of the Olympic stadium.
- ☐ D Though athletic competition continued in Greece and throughout the world, the Olympics would not be revived until the nineteenth century.

## Reporting Category: Logic

Numbers 64 through 64

**Performance Indicator:** 3001.5.4 Analyze cause-effect relationships in text.

64. According to "Original Olympics," the early Olympic games ended because

- ☐ A the sacred truce ended.
- ☐ B they were considered a pagan custom.
- ☐ C too few athletes competed.
- ☐ D women were prevented from participating.

## Reporting Category: Communication and Media

Numbers 65 through 65

**Performance Indicator:** 3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

65. Read Paragraph 3 from "Original Olympics."

The games initially only allowed free males of Greek origin to participate, but they later included participants from throughout the Roman Empire. Women could not compete; indeed, they could not even attend the games. A woman caught defying this decree could receive the death penalty.

**Read this excerpt from a journal entry from ancient Greece.**

I can hear the crowds roaring their excitement. I wish with all my heart that I could see what they see and scream along with them, but such a thing is unthinkable. I am merely a woman, and my eyes are banned from Olympic sights. Instead I can only listen as I go about my chores, my heart heavy with the weight of denied opportunity.

**How is the subject treated differently in the passage and the journal entry?**

- ☐ A The tone of the passage is critical, while the tone of the journal entry is whimsical.
- ☐ B The passage states objective facts, while the journal entry states personal feelings.
- ☐ C The purpose of the passage is to inform, while the purpose of the journal entry is to persuade.
- ☐ D The passage provides a chronology of events, while the journal entry provides a description of events.

**Reporting Category: Writing and Research**  
Numbers 66 through 66

**Performance Indicator:** 3001.3.11 Determine the writer's purpose in a writing sample.

66. The authors' purpose in both "Original Olympics" and "Reviving the Races" is to

- ☐ A inform readers about the Olympic games.
- ☐ B describe the importance of the Olympic games.
- ☐ C persuade readers to attend the Olympic games.
- ☐ D compare different events in the Olympic games.

**Reporting Category: Informational Text**  
Numbers 67 through 67

**Performance Indicator:** 3001.6.5 Synthesize information across two or more informational or technical texts.

67. According to "Original Olympics" and "Reviving the Races," what do the modern Olympics and the ancient Olympics have in common?

- ☐ A Both encourage peace among rivals.
- ☐ B Both award medals to winning athletes.
- ☐ C Both include winter and summer events.
- ☐ D Both allow men and women to participate.



**Reporting Category: Literature**

Numbers 68 through 71

**Performance Indicator:** 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

68.

**Read these sentences from a book jacket.**

Come join an adventurous journey across Texas with two people who never dreamed they could help each other. A rough-and-tumble truck driver, Franco, and a sophisticated and wealthy college student, Travis, join forces to find a lost little girl.

"Get out of my way, you little pipsqueak of a man," Franco growled as he opened the door to his truck. He sneered in the young man's direction.

"You're not going anywhere without me, whether you like it or not. I want to help," Travis shouted as he ran for the other side. Travis jumped in just as the truck shot back in reverse. Travis grinned and slapped his unwitting partner on the back.

"Whatever," Franco snarled while secretly smiling to himself.

**Based on these sentences, what kind of character has the author created in Franco?**

- ☐ A a sullen, but outgoing man
- ☐ B a gruff, but kindhearted man
- ☐ C a man who is fiercely independent
- ☐ D a man who shows his true feelings

**Performance Indicator:** 3001.8.12 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

69.

**Read these lines from a play.**

SOPHIE: I was really looking forward to playing on the same team with you again this year.

(Lucia avoids eye contact, looking at the ground and appearing guilty.)

LUCIA: I know. I just decided to take a break from soccer at the last minute.

**The lines include an example of**

- ☐ A aside.
- ☐ B soliloquy.
- ☐ C monologue.
- ☐ D stage directions.

**Performance Indicator:** 3001.8.9 Identify the common stated or implied theme in a series of passages.

70.

**Read these excerpts from two short stories.**

Excerpt 1

Kareem stood knee-deep in the water, paralyzed by indecision. He was embarrassed to admit it, but the ocean always made him nervous. Standing in the salty water with his parents only a few feet away on the beach, Kareem debated whether he should take the plunge. The sun beat down on his skin for ten long minutes before he finally felt the overwhelming heat. He took a deep breath and ducked into the water, pulling himself along with smooth strokes. When he surfaced, he felt a wave of relief and broke into a huge grin. The family trip to the beach would be fun after all!

Excerpt 2

Carmen sat with the other students waiting for Mr. Bateson, the theater teacher, to announce the cast list. Carmen had debated about trying out for the school play. She was always painfully shy, but Mr. Bateson encouraged her to audition anyway, and in the end she agreed. Now she thought back over the experience, trying to decide how she felt. She realized that, whether or not she received a part in the play, the act of auditioning itself was an accomplishment. Feeling calm and content, she looked up as Mr. Bateson emerged from his office with the list.

**Which theme do the excerpts share?**

- ☐ A Acting before thinking carefully results in embarrassment.
- ☐ B Overcoming fear leads to rewarding experiences.
- ☐ C Feeling embarrassed limits personal potential.
- ☐ D Shyness stands in the way of achievement.

**Performance Indicator:** 3001.8.14 Identify classical, historical, and literary allusions in context.

71.

**Which sentence contains an allusion?**

- ☐ A Whitney knew the opposing soccer team was talented, but she also knew that their new offensive strategy could serve as their team's Trojan horse.
- ☐ B Karl's hope for a relaxing weekend fell like a meteor when he saw the lawnmower waiting for him in the yard.
- ☐ C The wind was howling through the Red Rock Canyon and Casey found the sound hauntingly beautiful.
- ☐ D As the crowd cheered, Tony walked toward the front of the stage on rubbery legs.

## Reporting Category: Language

Numbers 72 through 73

**Performance Indicator:** 3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).

72.

**Read these sentences.**

Obie's English professor assigned students to exactly memorize one of Shakespeare's tragic verses. After spending several hours studying, Obie was confident when the professor asked him to recite the poem without missing any words.

**Which option means the same as "without missing any words" in the last sentence?**

- ☐ A *faux pas*
- ☐ B *verbatim*
- ☐ C *cum laude*
- ☐ D *joie de vivre*

**Performance Indicator:** 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

73.

**Read this sentence.**

Mr. Ramos is an excellent science teacher who makes learning fun he finds ways to incorporate interesting experiments into his lectures.

**How should the underlined part be revised to correct this run-on sentence?**

- ☐ A fun, he
- ☐ B fun; he
- ☐ C fun, so he
- ☐ D fun. So he



**Reporting Category: Logic**

Numbers 74 through 74

Performance Indicator: 3001.5.10 Identify a false premise in text.

74.

**Read this paragraph.**

Volunteer work can be beneficial to students in many different ways. Volunteers often feel a sense of satisfaction from donating their time to those in need. Additionally, students find more opportunities to learn about different aspects of their communities as they volunteer. Because volunteer opportunities come in many shapes and sizes, finding an enjoyable volunteer activity is easy.

**Based on the paragraph, which statement is a false premise?**

- ☐ A Many students enjoy volunteer work.
- ☐ B Volunteer work increases self-esteem.
- ☐ C Few volunteer opportunities are available.
- ☐ D Volunteer work raises community awareness.

**Reporting Category: Informational Text**

Numbers 75 through 75

Performance Indicator: 3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

75.

**Read this paragraph from a brochure.**

**(1)** Craig's Cleaning Company is proud to introduce its finest product of the year. **(2)** The Hair Away vacuum is a revolutionary device that every pet owner needs. **(3)** This machine is specially designed to whisk away pet hair and dander from carpets and floors. **(4)** The variety of attachments included with the vacuum helps you clean even the tiniest nooks and crannies of your house. **(5)** Supplies will not last long, so place your order soon!

**Which sentence from the paragraph includes a supporting detail?**

- ☐ A sentence 1
- ☐ B sentence 2
- ☐ C sentence 4
- ☐ D sentence 5

## Form 3: English 1

Item Number	Correct Answer	Performance Indicator
1	C	3001.1.3 Use a variety of techniques to correct sentence fragments.
2	A	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
3	A	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
4	C	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
5	D	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
6	B	3001.3.6 Select the thesis statement in a writing sample or passage.
7	C	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
8	D	3001.8.7 Differentiate between mood and tone in poetry or prose.
9	B	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
10	B	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.
11	A	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
12	B	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).

13	C	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
14	A	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
15	C	3001.3.12 Identify sentences with nonparallel construction.
16	B	3001.3.2 Choose the most effective order of sentences in a paragraph.
17	C	3001.3.9 Identify a statement that reveals the writer's attitude.
18	D	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
19	A	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
20	A	3001.2.2 Distinguish between a summary and a paraphrase.
21	B	3001.2.3 Distinguish between a critique and a summary.
22	D	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
23	D	3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.
24	A	3001.4.6 Identify information that must be cited or attributed within a writing sample.
25	C	3001.7.1 Draw an inference from a non-print medium.
26	D	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
27	B	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

28	D	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
29	B	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
30	A	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
31	A	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
32	A	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
33	B	3001.3.12 Identify sentences with nonparallel construction.
34	A	3001.8.14 Identify classical, historical, and literary allusions in context.
35	A	3001.8.9 Identify the common stated or implied theme in a series of passages.
36	A	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
37	C	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
38	D	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
39	C	3001.8.14 Identify classical, historical, and literary allusions in context.
40	B	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
41	D	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.

42	B	3001.4.2 Differentiate between primary and secondary sources.
43	C	3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
44	C	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
45	D	3001.1.10 Recognize the correct placement of end marks with quotation marks.
46	C	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
47	D	3001.2.2 Distinguish between a summary and a paraphrase.
48	C	3001.5.1 Make inferences and draw conclusions based on evidence in text.
49	A	3001.4.1 Select the research topic with the highest degree of focus.
50	D	3001.7.2 Select the type of conflict represented in a non-print medium.
51	C	3001.3.15 Identify the mode in which a writing sample is written.
52	D	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
53	C	3001.5.4 Analyze cause-effect relationships in text.
54	A	3001.2.1 Identify the thesis and main points of a challenging speech.
55	D	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.
56	C	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

57	D	3001.4.2 Differentiate between primary and secondary sources.
58	C	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
59	A	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
60	D	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
61	D	3001.5.3 Evaluate text for fact and opinion.
62	C	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
63	C	3001.4.6 Identify information that must be cited or attributed within a writing sample.
64	B	3001.5.4 Analyze cause-effect relationships in text.
65	B	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
66	A	3001.3.11 Determine the writer's purpose in a writing sample.
67	A	3001.6.5 Synthesize information across two or more informational or technical texts.
68	B	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
69	D	3001.8.12 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
70	B	3001.8.9 Identify the common stated or implied theme in a series of passages.
71	A	3001.8.14 Identify classical, historical, and literary allusions in context.

72	B	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
73	B	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
74	C	3001.5.10 Identify a false premise in text.
75	C	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.



## Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
1	C	3001.1.3 Use a variety of techniques to correct sentence fragments.
2	A	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
3	A	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
4	C	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
5	D	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
11	A	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
12	B	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).
13	C	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
14	A	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
26	D	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

30	A	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
43	C	3001.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
44	C	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
45	D	3001.1.10 Recognize the correct placement of end marks with quotation marks.
58	C	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
72	B	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
73	B	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

## Reporting Category 2: Writing and research

Item Number	Correct Answer	Performance Indicator
6	B	3001.3.6 Select the thesis statement in a writing sample or passage.
7	C	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
15	C	3001.3.12 Identify sentences with nonparallel construction.
16	B	3001.3.2 Choose the most effective order of sentences in a paragraph.
17	C	3001.3.9 Identify a statement that reveals the writer's attitude.
23	D	3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.
24	A	3001.4.6 Identify information that must be cited or attributed within a writing sample.
33	B	3001.3.12 Identify sentences with nonparallel construction.
36	A	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
42	B	3001.4.2 Differentiate between primary and secondary sources.
46	C	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
49	A	3001.4.1 Select the research topic with the highest degree of focus.
51	C	3001.3.15 Identify the mode in which a writing sample is written.
57	D	3001.4.2 Differentiate between primary and secondary sources.
59	A	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

60	D	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
63	C	3001.4.6 Identify information that must be cited or attributed within a writing sample.
66	A	3001.3.11 Determine the writer's purpose in a writing sample.

### Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
20	A	3001.2.2 Distinguish between a summary and a paraphrase.
21	B	3001.2.3 Distinguish between a critique and a summary.
22	D	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
25	C	3001.7.1 Draw an inference from a non-print medium.
47	D	3001.2.2 Distinguish between a summary and a paraphrase.
50	D	3001.7.2 Select the type of conflict represented in a non-print medium.
52	D	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
54	A	3001.2.1 Identify the thesis and main points of a challenging speech.
56	C	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
65	B	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

## Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
18	D	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
19	A	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
48	C	3001.5.1 Make inferences and draw conclusions based on evidence in text.
53	C	3001.5.4 Analyze cause-effect relationships in text.
55	D	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.
61	D	3001.5.3 Evaluate text for fact and opinion.
64	B	3001.5.4 Analyze cause-effect relationships in text.
74	C	3001.5.10 Identify a false premise in text.

## Reporting Category 5: Informational Text

Item Number	Correct Answer	Performance Indicator
62	C	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
67	A	3001.6.5 Synthesize information across two or more informational or technical texts.
75	C	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.



## Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
8	D	3001.8.7 Differentiate between mood and tone in poetry or prose.
9	B	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
10	B	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.
27	B	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
28	D	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
29	B	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
31	A	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
32	A	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
34	A	3001.8.14 Identify classical, historical, and literary allusions in context.
35	A	3001.8.9 Identify the common stated or implied theme in a series of passages.
37	C	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
38	D	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
39	C	3001.8.14 Identify classical, historical, and literary allusions in context.

40	B	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
41	D	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.
68	B	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
69	D	3001.8.12 Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
70	B	3001.8.9 Identify the common stated or implied theme in a series of passages.
71	A	3001.8.14 Identify classical, historical, and literary allusions in context.